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ABSTRACT

A ten-week course in career development for unemployed, low-income, dropout-prone teenagers is described. Topics covered include job applications, resumes, interviewing, ancillary needs (e.g., driver's licenses and social security numbers), the want ads, and employment agencies. Goals, objectives, and discussion items are provided for each topic. The design of the course involves pre-testing, post-testing, and goal-achievement contracts. A lengthy appendix contains materials required for the course such as employment forms, a resume, job interview questions, and test instruments. (DC)

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CAREER DEVELOPMENT COURSE: INSTRUCTOR'S HANDBOOK AND CURRICULUM GUIDE

Developed and compiled by:

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CE 800001

PREFACE AND ACKNOWLEDGEMENTS

The ten-week course described in the following pages is the product of a project funded through the West End United Way of Ontario, California. The course, entitled "Career Development," is designed for low-income teenagers who are probably school drop-outs and unemployed at the time of entry into the course.

The materials constituting the curriculum for this course have been developed during the project year and represent the combined accumulated experience of several employees of Aztlan Community Services, Incorporated, a private, non-profit organization dedicated to the betterment of the Ontario community.

It is our hope that others working with similar populations of youth will be able to utilize these materials in courses of their own. The population of youthful school drop-outs, because of school failure, is a difficult one to work with, and special efforts must be made by instructors and administrators to provide course relevance and meaning. We feel that the materials presented here are a beginning toward such efforts.

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September, 1981

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CAREER DEVELOPMENT COURSE

Week #1: Introduction, pre-testing, development of goal-contracts.

Goal: To introduce participants to the course and to obtain baseline data on participant background with respect to employment and related topics.

Objectives:

1. To obtain a completed form for each of the devices listed below per participant, by the end of the first session:

   A. Survey Instrument (see below).

   B. Math Quiz.

   C. Application Blank.

   D. Goal-achievement Contract.

2. To discuss the topics to be covered for each of the remaining nine weeks of the course, according to the course outline, and to answer any questions participants may have related to the course.

Discussion:

1. Pre-testing. Ideally, pre-testing should be done prior to the first class meeting. This allows the instructor to examine the materials prior to the first class and to discuss pre-test results at the first class. Also, it allows the instructor to administer pre-tests individually rather than in a group setting. Individual administration of pre-tests should increase the validity of the results, since "cheating" is minimized, compared to the group setting.

   Pre-testing should be carried out without assistance from the instructor. The instructor should do no more than to provide the appropriate test materials and request the participant to "do your best." Requests for assistance should be politely refused. Pre-testing should be standardized as much as possible, that is, all pre-testing should be done in the same manner for each participant.

   The instructor must make certain that all blanks are completed. Many times participants will leave questions blank because of negligence and not because they cannot answer. Before accepting the

test materials from the participant, the instructor should thoroughly check all forms to make certain that all blanks are completed.

In the event that pre-testing cannot be completed prior to the first class meeting, it should be done at the first class meeting. Participants should be firmly requested to do their own work and to avoid copying or asking answers from others. There should be a time limit on the completion of all testing of at most one hour. This can be adjusted downward according to the instructor's desires, but should be the same for all participants in any case.

2. Test materials.

A. Survey Instrument.

a. Goals and objectives. The first section of the Survey Instrument is designed to elicit responses from the participant regarding future goals and objectives to achieve those goals. This section serves as the basis for the development of (i) the Goal-achievement Contract and (ii) the Goal Contract Monitoring form.

The questions in this section should be self-explanatory to participants who are competent readers. Semi-literate or illiterate participants should have the questions read to them.

b. Education-related questions. The second question is designed to gather information on educational goals of participants. The important point in this section is to ascertain whether or not the participant intends to return to school, either high school or college; or to take the necessary tests to obtain a high school equivalency diploma.

c. Employment-related questions. The third section is designed to elicit employment-related information. Participants will vary widely in their degree of experience in seeking jobs. For example, some participants may never had made application for work, while others may have made up to 50 or 60 job applications in their life. This information will assist the instructor to individualize the curriculum, depending upon the needs of each participant.

d. Service-related questions. This section is designed to explore the participant's interest in joining the service. If interest is expressed, appropriate goals and objectives should be incorporated into the goal contract.

e. G.E.D. question. This question provides the instructor with baseline information on the participant's attempts to pass the equivalency test for the high school diploma, and the reasons for failure if the test was not passed. Individual tutoring should focus on the problem areas for each participant so that a successful passage of the examination may result.

f. Employment History. This form is an adjunct to the Survey Instrument, and is administered only to those participants who have held prior jobs. One form should be completed for each of the three most recently held jobs.

B. Math Quiz. The Math Quiz should be easy to administer and score. Answers should be corrected conservatively, that is, only the correct answer in the correct space should be accepted. Unreduced fractions are not correct responses. Remainders are acceptable on division problems, even if left below the final line of the problem (that is, they need not show on the line with the quotient or answer). There are twenty basic arithmetic questions on the quiz. Those participants who score twenty should be given a more difficult quiz which would include the division and multiplication of fractions and decimals, and some elementary algebraic equations.

C. Application Blank.

a. Scoring. The application blank is scored such that each blank space is worth 2 points, for a total of 172 points. The 2 points may be earned for a blank as follows:

Blank is filled in = 1 point

Blank is filled in correctly = 1 point.

As with the Math Quiz, scoring should be conservative. A misspelled word disallows the second point on any blank, even names misspelled. Punctuation must be correct as well in order to receive the second point. Also, the second point per blank should only be awarded for appropriate answers. On the other hand, the first point can be earned regardless of spelling, punctuation, or appropriateness, as long as it is filled in. Refer to the Application Blank "Key" for

a delineation of the 86 (172/2) blanks to be scored per application.

b. Grading. Total points over 172 provides the grade for each participant. The figure should be presented as a percentage so that it can later be compared to performance on different application blanks.

D. Goal-achievement Contract.

a. Purpose. The Goal-achievement Contract is a worksheet for the participant, upon which he is to develop five possible steps toward reaching a personally-selected goal.

b. Goal selection. The participant may select any socially acceptable goal. Goals need not be related to employment, but often will be. Goals may be phrased in general terms but should be understandable and should be capable of eventual achievement. Goals that can be achieved within the ten-week course period should be encouraged, but goals with longer target dates are also acceptable.

c. Steps to achieve goal.

i. Steps should be specific tasks which the participant can perform within a week or less. They should be related to the goal in a meaningful way, that is, achievement of the step should bring the participant closer to the achievement of the larger goal.

ii. Each step should have a target date, generally at weekly intervals for the first five weeks of the course. Target dates may change later in the course

d. Signature and witness. To increase the importance of the contract, and to make it as similar as possible to an actual legally-binding contract, the participant should sign and date it and it should be signed and dated by a competent witness.

CAREER DEVELOPMENT COURSE

Week #2: Completing Job Application Forms.

Goal: To discuss and review the appropriate responses to questions on the typical job application blank such that participants improve their ability to obtain the jobs of their choices.

Objectives:

1. To return to each participant his/her pre-test job application, to explain the scoring system, and to answer any questions participants may have.

2. To discuss at least ten of the most common mistakes discovered in the pre-test job applications.

3. To disseminate at least one set of printed materials to each student, and to discuss the printed materials, answering any questions participants may have.

Discussion:

In this section of the course, job applications are studied. Job applications are represented to participants as their initial contact with potential employers. Neatness, completeness, and accuracy are stressed in the completion of applications.

The instructor must closely examine the pre-test job applications to discover what areas of the job application seem to be difficult for the majority of participants. These areas should be discussed in detail during the second class meeting. Printed materials on job application "tips" should be circulated and discussed as well.

COMMON JOB APPLICATION ERRORS AND OMISSIONS

1. Date and/or social security number omitted on top line.

2. Name omitted from marginal line.

3. No middle name or initial. Note: If participant has no middle name, he should be instructed to fill in "NMI" or "NMN" to indicate "no middle initial" or "no middle name."

4. Permanent address not shown. If same as "Present Address," participant must so indicate.

5. Height not punctuated correctly. Feet should be marked with an apostrophe and inches with a double apostrophe, e.g., 5'9".

6. Number of children and/or number of other dependents left blank. If none, the word "none" should be written in to the blank.

7. "Referred by" left blank. If self-referral, participant should so indicate.

8. Salary desired is written without a time frame. For instance, "$3.50" is written. Should be written as "$3.50 per hour" or "$3.50/hour."

9. Education section:

   a. School name is misspelled.

   b. Location of school is not given, or street is given but no city.

   c. Date graduated is omitted. If participant did not graduate, it should be indicated.

   d. Subjects studied is left blank or inappropriate responses are given.

10. Former employers section:

   a. Former employers listed chronologically, but should be in reverse chronological order, beginning with the most recent employer.

   b. Employer addresses are omitted or incomplete. Address should have number, street, city, and state to be complete.

   c. Salary - same as #8 above.

11. References:

    a. References listed are inappropriate. For example, friends or unemployed people are listed as references. Participants should be encouraged to list former teachers, parish priests, Little League coaches, and employed friends and relatives.

    b. Address omitted or incomplete. Street given but no city.

12. "In Case of an Emergency" should include complete address of the person listed.

13. Undated and/or unsigned at the bottom of the application.

CAREER DEVELOPMENT COURSE

Week #3: Resumes.

Goal: To assist participants to develop their own resumes such that their resumes will be helpful in securing meaningful work they select to do.

Objectives:

1. To obtain a rough-draft completed resume from each participant by the end of the class for the third week.

2. To discuss and respond to questions on the following issues related to resumes:

   a. What are they good for?

   b. When are they appropriate in seeking employment?

   c. When are they not needed in seeking employment?

   d. What is the relationship between the job application and the resume?

   e. What are the elements or sections of a resume?

   f. What steps must one take to construct a good resume?

Discussion:

Although many participants have had prior experience in completing job applications, few have constructed resumes. Many will not understand the relevance of the resume, nor how it may supplant the job application under certain circumstances. Thus, the discussion of these issues is critical. It would be useful to bring job flyers or newspaper want ads to showing employers who request resumes to be submitted.

Participant resumes need not be lengthy nor detailed. A one-page resume is sufficient for most of them. It should include the most relevant sections, such as educational background, employment history, and references. Participants must be reminded to include any extra-curricular activities, hobbies, or special skills, even if they seem to be insignificant. Materials on job skills can be used at this point to help participants to recall the different skills they have developed at home, in volunteer pursuits, with hobbies, or in other areas outside of the usual work-school atmosphere.

CAREER DEVELOPMENT COURSE

Week #4: Interviewing.
& Week # 5.

Goal: To assist participant to become familiar with the proper procedures for interviewing, with the ultimate aim of helping the participant to obtain the job of his or her choice.

Objectives:

1. To obtain written answers to the most commonly asked interview questions from each participant.

2. To perform five-minute role-playing scenarios wherein the participant plays the role of (a) the candidate for employment and (b) the employer.

3. To have each participant make a telephone call to a prospective employer (from newspaper want ads or other reliable source) and request an interview.

Discussion:

This section is difficult with participants who are non-high school nor college graduates because they may have difficulty relating to the formal job interview that most white collar jobs require. The instructor must therefore tailor the section to the needs of the high school drop-out, who will probably take a blue collar or unskilled job in which there may be no job interview or a modified interview.

It will also be difficult to motivate participants to volunteer for the role-playing situations. There will be much resistance. Resistance can be broken down if a "reward" of some kind can be offered to those participants who do participate in the role-playing. For example, a field trip can be planned for those who cooperate, excluding those who do not. The same procedure can be used to motivate participation in the telephoning of employers to request interviews.

There are two weeks allotted for this section of the course. The instructor may determine which topics to cover per each of the two sessions. One possibility would be to do the written answers and the telephoning on the first session and the role-playing on the second.

CAREER DEVELOPMENT COURSE

Week # 6: Ancillary Needs.

Goal: To assess the ancillary needs of each participant and to help participants to formulate goals to meet such needs.

Objectives:

1. To obtain a completed mock-DMV driver's test from each participant.

2. To assess whether or not each participant has a social security number and card.

Discussion:

About one-half of the participants will have driver's licenses, but most of those without licenses will drive anyway. The purpose of the DMV test is to familiarize the non-licensed drivers with the test, and to provide review for the licensed drivers, some of whom may have to renew their licenses soon. The test should be administered during week #6, and scored and returned the following week. Correct answers should be marked. If time allows, DMV books can be circulated and test questions discussed. In this context, study skills can be highlighted, since all answers to the DMV test are included in the book.

Those without social security cards should be encouraged to get them. A contingent reward can be used to motivate participants to do this, if they are not motivated intrinsically.

Other ancillary needs may also be discussed in this section. These may include transportation needs, including means of obtaining transportation (touching upon consumer financing, buying used cars, and so forth); babysitting or childcare needs; and related topics.

CAREER DEVELOPMENT COURSE

Weeks # 7 and #8: Using the Want Ads.

Week #7.

Goal: To familiarize participants with the "Help Wanted" classified section of newspapers, including the use of such advertisements to obtain job leads.

Objectives:

1. To obtain from each participant a list of three jobs for which he might currently qualify, from a recent classified "Help Wanted" section of a local newspaper.

2. To obtain a list from each participant of three jobs which he would like to have if he had the needed training and skills, and to discuss such jobs in terms of the needed training and skills.

Discussion:

Many participants know about the want ads, but have used them because they have not been reinforced for doing so, that is, the want ads have not helped them to find jobs. Part of the problem, however, is that they do not know how to read the want ads in a discriminating manner, such that they can perceive which jobs they are likely to have some success in obtaining and which not. In a sense, the instructor must help participants to "read between the lines" of the want ads. The instructor should also point out the many jobs for which participants might qualify but overlook, because of the wording of the ad. For example, an ad may state that experience is "preferable" or "desirable," which means that the employer may consider an inexperienced person as well.

Week #8.

Goal: To practice the procedures for telephoning employers based on want ad information, and to obtain interview appointments as a result of such telephone calls.

Objectives:

1. To have each participant make a telephone call to an employer identified from the "Help Wanted" ads.

2. To guide participants through such telephone calls such that 25% of the participants are able to set up an interview with the employer.

3. To hold a fifteen-minutes group discussion to

evaluate and assess the telephoning procedure after each participant has made a telephone call to an employer.

Discussion:

As with many of the exercises in this class, low-income school drop-outs will have to be extrinsically motivated to participate. A reward of some kind might be made contingent upon participation in the telephoning exercise. Those participants who do participate may be rewarded by inclusion in desirable activity. The instructor will have to experiment with various reinforcing events to discover the one which is most highly motivating to most participants or, alternatively, to individualize the reinforcing events.

Most participants will be weak about asserting themselves and asking employers for interview appointments. The instructor may want to demonstrate by making one or two phone calls himself/herself. Of course, this will vary depending upon the employer. Some employers will not require interviews, per se, but will hire a person "on sight," depending upon his application and appearance. All of these variables should be discussed and considered in the class.

CAREER DEVELOPMENT CLASS

Week #9: Using Employment Agencies.

Goal: To familiarize participants with employment agencies as a resource for jobs.

Objectives:

1. To visit the Employment Development Department.

2. To visit a private employment agency.

Discussion:

Participants will probably have not explored the possibility of obtaining work through an employment agency. Many private employment agencies, in fact, would not be appropriate resources for participants, because they cater to white collar workers or professionals. However, many employment agencies have good referrals for blue collar, unskilled, and temporary jobs. These are the agencies that should be studied in this section (unless participants have marketable skills, in which case all private employment agencies should be studied). Participants should visit an agency and complete an application there. In some cases, they may be offered employment on the spot. The nature of fees charged by employment agencies should also be discussed thoroughly, since there is wide variation in fee-charging practices among employment agencies.

The resources available through the EDD office should also be explored. Participants should be instructed in the proper procedures for reading the job board and obtaining information from the EDD personnel to follow-up on job board leads. State applications for employment should be filed by each participant at the EDD.

CAREER DEVELOPMENT COURSE

Week #10: Post-testing.

Goal: To assess the effectiveness of the course by means of post-tests.

Objective: To obtain a complete post-test on each participant, including the following individual tests:

a. Survey Instrument.

b. Math Quiz.

c. Application Blank.

d. Interview Questions.

e. Driver's Test (optional).

Discussion:

It is mandatory that post-testing be done in the same manner as pre-testing, to minimize extraneous influences on scores. This means that individualized testing should be performed, whenever possible; but if group testing is done, it should be done without inter-participant exchanges and in as standardized a manner as possible. In no case should the instructor provide assistance to participants on the post-test.

APPENDIX

CAREER DEVELOPMENT CLASS: QUESTIONS TO PROVIDE RELEVANCE ON TOPIC

Topic: Application Form.

1. What should you do when there is a question on the application which does not seem to apply to you. For example, a question may ask the name of your spouse, and you are not married.

2. Imagine that you are teaching a young person how to fill out an application form for a job. What is one thing you should tell the person to remember to do before they fill out the application?

3. In helping a young person to fill out an application, you might want to let him or her know what you feel is the most important part of the application. What is the most important part of the application, in your opinion?

Topic: Resume.

Pass around a copy of a resume and ask participants to identify it by writing the appropriate word down on their papers.

Topic: Job Interview.

1. What question from the employer to you gave you the most trouble on your last job interview?

2. Is it better to go alone or to go with somebody else to a job interview?

3. Should you address the interviewer by his or her name, or not?

4. Is it okay to smoke during the interview?

5. Is it okay to take notes during the interview?

6. What's a good question to ask the interviewer when he gives you a chance to ask questions?

7. If you were the interviewer, what are three good questions you could ask an applicant for a job?

8-1-81

GOAL-ACHIEVEMENT CONTRACT

Participant's name _____

Date of this contract _____

GOAL: _____

_____

STEPS TO ACHIEVE GOAL:	TARGET DATE	
1. _____	_____	_____
_____		
2. _____	_____	_____
_____		
3. _____	_____	_____
_____		
4. _____	_____	_____
_____	_____	_____
5. _____	_____	_____
_____	_____	_____

I AGREE TO WORK TOWARD THE GOAL SPECIFIED BY TRYING TO ACHIEVE THE STEPS LISTED ABOVE WHICH SHOULD HELP ME TO REACH MY GOAL.

_____ _____
Date Participant's signature

_____ _____
Date Witnessed by (signature)

GOAL-CONTRACT MONITORING SHEET

Participant _____

Step	Target Date	Met	Not Met	

SURVEY INSTRUMENT

I. General.

1. What do you think you will probably be doing in about one year from now? Be specific. If you think you might be working, say where, when, and what you will be working at.

_____

_____

2. What would you <u>most</u> <u>like</u> to be doing one year from now?

_____

_____

3. List three specific steps you must take to get to where you want to be one year from now.

Step 1: _____

Step 2: _____

Step 3: _____

II. Education-related.

1. If you haven't graduated from high school, do you plan to complete your high school education (skip this question if you have graduated from high school)?

_____ Yes. _____ No. _____ Not sure.

A. If you answered "yes" to the question above, by what date do you plan to graduate from high school?

DATE I EXPECT TO GRADUATE: _____

B. If you do plan to complete your high school education, by which one of the two methods listed below do you plan to graduate (CHECK ONE)?

_____ I WILL TAKE ENOUGH CLASSES TO GRADUATE.

_____ I WILL PASS THE GRADUATE EQUIVALENCY EXAM (GED).

2. If you did not finish high school, what was the main reason you dropped out of school before graduating? Be specific.

_____

_____

3. Do you plan to attend college?

_____ Yes. _____ No. _____ Not sure.

A. If you answered "yes" to the question above, by what date do you plan to enroll in college?

DATE I PLAN TO ENROLL: _____

B. If you do plan to attend college, what will you major in or specialize in?

_____

III. Employment-related.

1. How many job applications (approximately) have you submitted to employers for the following three periods:

A. In your entire life? _____

B. In the last year? _____

C. In the last three months? _____

2. How many job interviews with employers have you had for the following three periods:

A. In your entire life? _____

B. In the last year? _____

C. In the last three months? _____

3. How many jobs have you held in your life? _____

IV. Service-related.

1. Have you ever thought about going into the Armed Forces (Army, Navy, Marines, Coast Guard, National Guard)?

_____ Yes. _____ No.

2. If you checked "yes" to the question above, what is the main thing stopping you from going into the service?

_____

V. Have you ever taken the G.E.D. before? _____ Yes. _____ No.

1. If you answered "Yes" to the question above, please answer the following:

A. Date G.E.D. was taken: _____

B. Results (pass/not pass): _____

Name _____ Date _____

EMPLOYMENT HISTORY

1. Job title: _____
2. Dates held this job, from _____ to _____
3. Employer's name: _____
4. Employer's address: _____
5. Employer's phone number: _____
6. Type of work you did: _____
7. Starting wage or salary: _____
8. Ending wage or salary: _____
9. Supervisor's name: _____
10. Reason for leaving this job: _____

_____

11. How did you first hear about the job opening for this job? (CHECK ONE)

A. State EDD (unemployment office) _____
B. Private employment agency _____
C. "Help wanted" add in newspaper _____
D. "Job wanted" add in newspaper _____
E. Civil service bulletin or announcement _____
F. I heard there might be an opening from a friend, relative, or acquaintance _____
G. I had not heard about an opening but applied anyway. _____
H. Other (explain briefly): _____ _____

12. If you checked answer "F" for the last question, answer the following:

A. How well did you know the person who told you about the job opening? (CHECK ONE)

(1) He or she was a relative _____
(2) He or she was a close friend _____
(3) He or she was a casual acquaintance _____

B. How did the person know that there might be a job opening? (CHECK ONE)

(1) He or she was employed at the same place _____
(2) He or she was not employed at the same place but knew someone who was employed there _____
(3) Other: _____ _____
(explain briefly)

application for employment

PERSONAL INFORMATION

Date (1.) Social Security Number (2.)

Name (3.) Last (4.) First (5.) Middle Age (6.) Sex (7.)

Present Address (11.) Street (12.) City (13.) State (14.) Zip

Permanent Address (15.) Street (16.) City (17.) State (18.) Zip

Phone Number (19.) Own Home (20.) Rent Board

Date of Birth (21.) Height (22.) Weight (23.) Color of Hair (24.) Color of Eyes (25.)

(26.) Married Single Widowed Divorced Separated

Number of Children (27.) Dependents Other Than Wife or Children (28.) Citizen of U. S. A. (29.) Yes ○ No ○

If Related to Anyone in Our Employ, State Name and Department (30.) Referred By (31.)

(8.) Last (9.) First (10.) Middle

EMPLOYMENT DESIRED

Position (32.) Date You Can Start (33.) Salary Desired (34.)

Are You Employed Now? (35.) If So May We Inquire of Your Present Employer (36.)

Ever Applied to this Company Before? (37.) Where ↓ When ↓

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School	(38.) (39.)	(40.)	(41.)	(42.)
High School	(43.) (44.)	(45.)	(46.)	(47.)
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work

What Foreign Languages Do You Speak Fluently? (48.) Read ↓ Write ↓

U. S. Military or Naval Service (49.) Rank Present Membership in National Guard or Reserves

Activities Other Than Religious (Civic, Athletic, Fraternal, etc.) (50.)

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(Continued on Other Side)

APPLICATION FOR EMPLOYMENT

FORMER EMPLOYERS (List Below Last Four Employers, Starting With Last One First)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From (51.)	(53.) (54.)	(55.)	(56.)	(57.)
To (52.)				
From (58.)	(60.) (61.)	(62.)	(63.)	(64.)
To (59.)				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

	Name	Address	Business	Years Acquainted
1	(65.)	(66.)	(67.)	(68.)
2	(69.)	(70.)	(71.)	(72.)
3	(73.)	(74.)	(75.)	(76.)

PHYSICAL RECORD:

List Any Physical Defects (77.)

Were You Ever Injured? (78.) Give Details

Have You Any Defects In Hearing? (79.) In Vision? (80.) In Speech? (81.)

In Case of Emergency Notify (82.) Name (83.) Address (84.) Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date (85.) Signature (86.)

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

1. Employment Manager 2. Dept. Head 3. General Manager

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EDUCATION

1973 to present — California State University, Long Beach
Candidate for B.S. degree in May, 1978
Major in Business Administration with option in Accounting. G.P.A. in major 3.2/4.0

WORK EXPERIENCE

1971 to present — Produce Clerk, Lucky Stores, Inc., Downey, Calif. Have contributed in all phases of running the department. More specifically my responsibilities have included: ordering merchandise, preparing sales displays, taking physical inventories, scheduling employe hours, training apprentices and etc.

1971 to 1973 — Teacher's Aide, Gahr High School, Cerritos, Calif. Involved in grading exams, tutoring geometry students, and conducting class in teacher's absence.

HONORS & ACTIVITIES

Member Beta Alpha Psi - National Accounting Fraternity
Participating in VITA program - Volunteer Income Tax Assistance
Member Varsity Wrestling Team in High School
Enjoy skiing, tennis, bicycling, bowling, swimming, and reading.

REFERENCES

Will be furnished upon request.

Arithmetic Quiz - A

1. $\begin{array}{r} 139 \\ +\ 572 \\ \hline \end{array}$

2. $\begin{array}{r} 517 \\ -\ 393 \\ \hline \end{array}$

3. $\begin{array}{r} 604 \\ -\ 276 \\ \hline \end{array}$

4. $\begin{array}{r} 407 \\ \times\ \ 8 \\ \hline \end{array}$

5. $\begin{array}{r} 67 \\ \times\ 13 \\ \hline \end{array}$

6. $7\overline{)84}$

7. $3\overline{)68}$

8. $5\overline{)185}$

9. $7\overline{)577}$

10. $6\overline{)3681}$

11. $29\overline{)203}$

12. $33\overline{)150}$

13. $18\overline{)574}$

14. 3/2 =

15. 3/6 =

16. $\begin{array}{r} 1/4 \\ +\ 1/4 \\ \hline \end{array}$

17. $\begin{array}{r} 5/6 \\ -\ 1/6 \\ \hline \end{array}$

18. $\begin{array}{r} 1/2 \\ +\ 1/8 \\ \hline \end{array}$

19. $\begin{array}{r} 2/3 \\ +\ 1/4 \\ \hline \end{array}$

20. $\begin{array}{r} 2\ 3/4 \\ +\ 1\ 1/4 \\ \hline \end{array}$

Date: _____ Name: _____

Arithmetic Quiz - B

1. $152 + 468$

2. $713 - 391$

3. $804 - 359$

4. 204×9

5. 16×57

6. $7 \overline{)91}$

7. $3 \overline{)59}$

8. $5 \overline{)165}$

9. $6 \overline{)523}$

10. $6 \overline{)3081}$

11. $27 \overline{)189}$

12. $37 \overline{)150}$

13. $18 \overline{)575}$

14. $4/3 =$

15. $2/4 =$

16. $1/8 + 1/8$

17. $3/4 - 1/4$

18. $1/4 + 1/8$

19. $1/3 + 1/4$

20. $3\ 2/3 + 1\ 1/3$

Date: _____ Name: _____

Arithmetic Quiz - C

1. $\begin{array}{r} 151 \\ +\ 139 \\ \hline \end{array}$

2. $\begin{array}{r} 417 \\ -\ 391 \\ \hline \end{array}$

3. $\begin{array}{r} 704 \\ -\ 259 \\ \hline \end{array}$

4. $\begin{array}{r} 308 \\ \times\ 9 \\ \hline \end{array}$

5. $\begin{array}{r} 63 \\ \times\ 17 \\ \hline \end{array}$

6. $7\overline{)98}$

7. $3\overline{)67}$

8. $5\overline{)170}$

9. $7\overline{)573}$

10. $6\overline{)3673}$

11. $27\overline{)216}$

12. $39\overline{)150}$

13. $18\overline{)577}$

14. $5/4 =$

15. $4/8 =$

16. $\begin{array}{r} 3/8 \\ +\ 1/8 \\ \hline \end{array}$

17. $\begin{array}{r} 5/8 \\ -\ 1/8 \\ \hline \end{array}$

18. $\begin{array}{r} 1/3 \\ +\ 1/6 \\ \hline \end{array}$

19. $\begin{array}{r} 1/3 \\ +\ 1/2 \\ \hline \end{array}$

20. $\begin{array}{r} 4\ 1/4 \\ +\ 1\ 3/4 \\ \hline \end{array}$

Date: _____ Name: _____

PREPARATION FOR JOB INTERVIEW QUESTIONS

Listed below are 11 questions which often come up in job interviews. Answer each question in the space provided. You can answer in an abbreviated form, since some of the actual spoken answers may be too lengthy to write in a short space. The object here is to put down enough key points to give you an idea of what answer you would actually be able to give if one of these questions were asked.

1. ARE YOU DEPENDABLE? _____

2. CAN YOU WORK UNDER PRESSURE? _____

3. HOW LONG WOULD YOU STAY WITH US IF I OFFERED YOU THE JOB? _____

4. WHAT CAN YOU OFFER US THAT SOMEONE ELSE CANNOT? _____

5. WHAT DO YOU EXPECT TO BE DOING IN FIVE YEARS? _____

6. DO YOU GET ALONG WELL WITH OTHER PEOPLE? _____

7. ARE YOU A LEADER? _____

8. WHAT DO YOU THINK YOUR CO-WORKERS WILL THINK OF YOU? _____

9. WHAT HAS BEEN YOUR MOST REWARDING EXPERIENCE? _____

10. WHAT DOES IT TAKE TO BE SUCCESSFUL? _____

_____

_____

11. GIVEN YOUR PARTICULAR SKILLS, WHAT SALARY WOULD YOU EXPECT IF WE WERE TO HIRE YOU? _____

_____

INTERVIEW WORKSHEET

1. LIST AT LEAST THREE OF YOUR BEST SKILLS. (What things do you do best?)

_____

_____

_____

2. LIST YOUR THREE BEST PERSONALITY CHARACTERISTICS.

_____

_____

_____

3. WHAT ARE YOUR CAREER GOALS AND AMBITIONS?

_____

_____

_____

4. WHAT IS YOUR BIGGEST WEAKNESS AND WHAT ARE YOU DOING TO OVERCOME IT?

_____

_____

_____

5. WHAT IS SPECIAL ABOUT YOU THAT MAKES YOU A GOOD WORKER?

_____

_____

_____

DRIVER'S EXAMINATION ON CALIFORNIA VEHICLE CODE AND SAFE DRIVING PRACTICES

Each incomplete statement shows three possible endings. One of these endings is most correct. Mark an X in the space following the ending you believe is correct.

PASSING GRADE: Five errors or less.

1. You may not double park

   Except when making a delivery ____
   Except while waiting in the car ____
   At any time ____

2. Emergency lights flashing on a moving behicle (both right and left turn signal lights flashing at the same time) mean:

   It is carrying children to or from school ____
   There is a hazard or an accident ahead ____
   Let the vehicle have the right-of-way ____

3. You must look for bicycle riders in the same lanes used by motor vehicles because they:

   Must ride facing oncoming traffic ____
   Are entitled to share the road with you ____
   Always have the right-of-way ____

4. You may not legally drive faster than 55 M.P.H.

   At any time ____
   Except on freeways ____
   Except to keep up with the flow of traffic ____

5. When you reach a corner without a traffic light or sign at the same time as cars on the cross street, you should yield the right-of-way to:

   The car on your left ____
   The car on your right ____
   Neither car ____

6. You must make a financial responsibility report after an accident when damage to one of the vehicles is over $500:

   Only if you are not insured ____
   Only if it was your fault ____
   No matter who was at fault ____

7. The law requires a slow-moving vehicle to turn off a two-lane highway at a turnout or other safe place whenever it is being closely followed by:

   2 vehicles
   4 vehicles
   5 or more vehicles

8. This sign means:

   Center divider strip ends
   Divided highway ahead
   Vehicles may be entering from the side

9. This sign means:

   Let cross traffic go by first
   Car on the right goes first
   You have the right of way

10. This symbol at a parking space means you must not park there:

   More than 3 minutes
   Unless you are delivering a heavy package
   Unless your vehicle has special plates or a placard issued to disabled persons

11. A sign which reads "WRONG WAY" means:

   The road ahead is closed to all traffic
   You must not enter this road from your direction
   Enter this way carefully, construction ahead

12. The percent of U.S. fatal highway accidents involving the use of drugs or alcohol is about:

   25%
   50%
   75%

13. When you see this orange sign you should:

   Be prepared for people and slow moving equipment on the road
   Except traffic to merge
   Slow down and expect the road ahead to be closed

14. To be sure a lane is clear before moving into it, you should:

   Look in the left side mirror
   Look into the rear view mirror
   Turn your head and look

15. When you hear the siren or see the red emergency light of a close approaching ambulance, police car, or fire truck, and you are not in an intersection, you should:

Drive slowly in the right lane until it has passed ____
Speed up to clear traffic ____
Drive to the right edge of the road and stop ____

16. You must always look carefully for motorcycles before you change lanes or make a left turn because they:

Never have the right-of-way ____
Are hard to see ____
Are always driven too fast ____

17. Pedestrians using guide dogs or carrying white canes:

Must be given the right-of-way at all times ____
Must be given the right-of-way at corners only ____
Must be told when to cross the street ____

18. Where a left turn can be started from either of two lanes, a U-turn can be started from:

Either of the two lanes ____
Only the left lane ____
Any lane that is open ____

19. At a "blind" intersection the speed limit is:

25 miles per hour ____
20 miles per hour ____
15 miles per hour ____

20. On first conviction of drunk driving you may be jailed for 48 hours to six months and fined:

Only if you refused a test for alcohol in your blood ____
Only if involved in an accident ____
Up to $500 ____

21. When a school bus has stopped on the road ahead of you and is showing flashing red lights, you must:

Slow to 10 M.P.H. ____
Stop until the lights stop flashing ____
Change lanes and pass cautiously ____

22. When driving you should stay at least

3/4 of a second behind the vehicle in front of you ____
1 second behind the vehicle in front of you ____
2 seconds behind the vehicle in front of you ____

23. You must not cross a solid double line in the center of the roadway to:

Overtake and pass another car
Make a left turn
Enter a private driveway

24. At night, you must dim or lower your headlight beams when an oncoming car gets within:

100 feet
500 feet
1,000 feet

25. When parking your car headed downhill on a two-way street, the front wheels should be:

Turned to left, away from the curb
Parallel to the curb
Turned to right, against the curb

26. While towing a trailer:

You may not drive faster than 45 M.P.H.
The trailer must not swerve from side to side at any speed
You should drive in the left hand lane when there are more than two lanes in your direction

27. A flashing red light at an intersection means that you must:

Slow down before entering
Stop before entering
Wait for the green light

28. When driving in heavy fog, you should reduce your normal driving speed and use:

Low beam headlights
High beam headlights
Parking lights only

29. If the rear of your vehicle is kidding to the left you should:

Turn your steering wheel to the left
Hold your steering wheel from moving until out of the skid
Turn your steering wheel to the right

30. If a pedestrian is crossing at an intersection where there are no traffic controls or cross walks:

Take the right-of-way but do not hit the person
Slow down and proceed with care
Let the person have the right-of-way

31. When passing a school while children are going to or from school, the speed limit (unless posted for a slower limit) is:

25 miles per hour
30 miles per hour
35 miles per hour

32. Seat belts properly worn will:

Prevent accidents
Reduce the risk of injury
Keep you from moving your body

33. A good safety rule, when you are sure you have the legal right of way, is to:

Never insist on it
Always take it
Always let the other driver have it

34. When you are preparing to turn right at a corner where there is a bicycle lane, you should signal, look carefully for bicycle riders, then:

Make your turn, being careful to stay out of the bike lane
Speed up and pass any bicycle riders before they can get to the corner
Merge into the bike lane before making your turn

35. If you hurt or kill someone because you drove while under the influence of alcohol or drugs, upon the first conviction:

You will lose your driving privilege, except for use while working, for one year
Your driving privilege will be lost for one year
You will lose your driving privilege for 6 months

36. On a highway with less than four lanes in one direction, a passanger vehicle towing a trailer:

May use any lane for travel
Must travel in lane number one
Must travel in the lane farthest to the right or in a special marked lane